

The Influence of Islamic Character Education Found in *Pembelajaran Unggul* English Textbook of Eleventh Grade Published by “*Bumi Aksara*” in Building Students’ Character

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ABSTRACT

This research uses a descriptive method with a qualitative approach to explore such as behavior, perception, motivation, and action, to understand the experiences of the subjects using descriptive language and natural methods. This study shows that the Pembelajaran Unggul English Textbook contains 10 values of Islamic character education in the reading section of the textbook, and these values are practiced by Eleventh-grade students of SMK Purnama, which leads to a positive attitude in their behavior. In conclusion, it can be said that Islamic character education in the Pembelajaran Unggul English textbook has an effect on the positive attitudes and character development of eleventh-grade students of SMK Purnama and can increase their learning motivation.

ABSTRAK

Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif untuk mengeksplorasi seperti perilaku, persepsi, motivasi, dan tindakan, untuk memahami pengalaman subjek dengan menggunakan bahasa deskriptif dan metode alamiah. Hasil penelitian ini menunjukkan bahwa Buku Teks Bahasa Inggris Pembelajaran Unggul mengandung 10 nilai pendidikan karakter Islami pada bagian membaca buku teks, dan nilai-nilai tersebut dipraktikkan oleh siswa kelas sebelas SMK Purnama, yang mengarah pada sikap positif dalam perilaku mereka. Kesimpulannya, dapat dikatakan bahwa pendidikan karakter Islam dalam buku teks Bahasa Inggris Pembelajaran Unggul berpengaruh terhadap sikap positif dan pengembangan karakter siswa kelas sebelas SMK Purnama dan dapat meningkatkan motivasi belajar mereka.

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A. Introduction

The best character education does not happen by chance but is the result of clear and targeted leadership a strong philosophy and high expectations of students, a curriculum, a good co-plan, and a strong evidence-based pedagogy

(Hall, 2019)

For students, textbooks are tools that set the direction of learning in the classroom. Textbooks can influence how teachers plan lessons in the classroom because they provide content and learning activities to be used in the classroom (Ayu, 2020) "Pembelajaran Unggul" is an Indonesian term meaning "excellent learning" or "excellent learning". This concept emphasizes quality educational practices aimed at achieving better academic results. This was the core derived from the principles of the Merdeka curriculum (Muslim & Desmal, 2023). The Merdeka curriculum offers a comprehensive learning approach that include both textbook-based knowledge and character values that enhance student's understanding and skills (Kemendikbud, 2023)

In the current globalization era, there is a need for resources for competent, understanding generalists and nobles' nature to control cultural influences. The moral condition of the younger generations is damaged by things like drug trafficking, pornography, drinking, and violence, which affect the development of science and technology (Musyarof, 2021)

An earlier survey revealed moral decline among SMK Purnama Class XI students, including interruptions, harsh language, and missed classes due to smoking. This research aimed to examine the Islamic values in English textbooks and the influence of Islamic character education values on eleventh-grade students at SMK Purnama.

B. Method

1. Identify Subsections

The research subjects were the 11th grade students of SMK Purnama Wonosobo in the school year 2023/2024. SMK Purnama class XI has 3 classes: one accounting class and two basic pharmacy classes. A total of 70 students participated.

2. Research Design

In this study, the researcher used a descriptive method with a qualitative approach. (Moleong, 1989) stated that a qualitative approach involves the study of various phenomena such as behaviour, perception, motivation, and action obtain a holistic understanding of the experiences of the subjects. This type of research relies on descriptive language and words to capture the essence of these

phenomena in their natural and specific context, using various natural methods. Furthermore, descriptive research aims to generate information (descriptions) about situations or events (Suryabrata, 2008) Although the goal of research is to find things, he contended that descriptive research is the collection of basic data in a purely descriptive manner, without the need to look for or explain relationships, test hypotheses, make predictions, or derive meanings and implications.

This qualitative approach attempted to describe and analyse how the Islamic character education included in the Pembelajaran Unggul English textbook affected the character development of students by analysing a text, documenting the perspectives of informants, and conducting research in a natural setting. The main focus was on describing the characteristics of character education given in textbooks and their impact on students. A qualitative descriptive approach was used to provide detailed and meaningful descriptions.

Explanation of the sampling technique:

1. Interview: The interview utilized a simple random sampling, where participants were randomly selected from the entire eleventh-grade student population. The population encompasses all eleventh-grade students and the sample was Six students randomly chosen from the complete population of 70 students to participate in the interview.
2. Questionnaire: The questionnaire employed a simple random sampling, where respondents were selected randomly from the entire eleventh-grade student population. The population comprised all eleventh-grade students, and the sample consisted of several students were randomly selected (60 students) from the complete population of 70 students to respond to the questionnaire.
3. Observation: The observation utilized purposive sampling, where the selection of participants was based on specific criteria related to the Pharmacy A class. The population consists of students in the Pharmacy A class, which was one of the three classes comprising eleventh-grade students. The sample included all students in the Pharmacy A class, totaling 27 students, who were observed to provide insights into the influence of Islamic character education found in the English textbook published by *Bumi Aksara* on character building.

C. Result and Discussion

The results of data analysis that was shown in *Pembelajaran Unggul* English textbook on Islamic characters published by *Bumi Aksara*, are as follows:

a. Loving Allah

In Task 28 on page 74 in Lesson II, an Islamic figure was found that speaks of God's love. "The bird Lulu expresses her love for Allah by singing a song of praise every morning. " This expression of gratitude was a way of showing our appreciation for the life, talents, and beautiful surroundings that God provided. This story emphasizes that everyone can show love and gratitude to God through the gifts and talents they have been given.

b. Loving Prophet

In Lesson III, Exercise 20, page 117, found the Islamic image of the loving prophet. "A loving prophet means to practice (kindness) and compassion in dealing with others. "This sentence helped students understand and encouraged the Prophet Muhammad's values of love through kindness, compassion, and following his teachings.

c. Loving All God's Creatures

In Lesson IV, p. 150-151, the researcher found some Muslim characters who said that they love all of God's creation, including plants. The class covered the topics of hydroponics, aquaponics, plant growth, and plant construction, which are part of the Islamic value of loving plants. Explain the process of plant growth in the text of this lesson Plant Growth on page 172. This can show interest and sympathy for plants because it includes concern for the health and well-being of plants and in the text How plants are built to survive. by learning about the mechanisms and adaptations that allowed plants to survive a stay. to admire and appreciate the natural abilities of plants, which is part of loving and appreciating plants.

The second was in task 21 on page 199. "Sumatran rhinos need help" discussed the conservation and protection of the critically endangered Sumatran rhino, showing concern for a species in need. It was a kind of love

and concern for wild animals and efforts to protect them. The third was a skill test; the following text is for questions 18-20 "It is not allowed to use animals in the circus". Page 217. This text opposed the use of animals in circuses, which often involved animal abuse. Advocating an end to the use of animals in circuses, the text expressed concern for animal welfare and opposed the exploitation of animals for entertainment purposes.

The result of the interview explored behavioural changes experienced after learning English using the *Pembelajaran Unggul* English textbook. Five out of six students indicated that the textbook had a positive effect on their learning motivation and understanding of the English language.

The result of the questionnaire showed an average score of 60 respondents was approximately 82.38. This means that the behaviors, attitudes, or experiences related to Islamic character education measured in the questionnaire were within the range of scores where respondents consistently demonstrated these behaviours.

The results of the observations showed that students demonstrated diligence in their studies, respectful interactions, and a strong commitment to religious practices, reflecting the holistic benefits of incorporating these values into their education.

The content analysis of the *Pembelajaran Unggul* English textbook revealed that the textbook aligned its content with Islamic character education values. This textbook served as a practical tool for character education. More than half of the textbook's content, particularly in the reading section, effectively conveyed these values.

These findings, along with previous research, underscored the effectiveness of Islamic character as an essential component in moral and ethical education. This research demonstrated that Islamic character education, when effectively integrated into the curriculum, could significantly influence students' behaviour and motivation. This has broad implications for educational practice, indicating that character education should form the foundation of curriculum development. However, this study also had limitations, as data extracted from the textbook were limited to the reading section, while the

textbook provided digital skills with QR codes for listening and speaking learning materials.

D. Conclusion

This study reveals that the English textbook of Pembelajaran Unggul embeds the values of Islamic character education in the curriculum, which affects the moral and ethical development of the eleventh-grade students of SMK Purnama School. By adding ten values-loving God, loving the Prophet, loving all God's creatures, independence and creativity, responsibility and reliability, honesty and kind words, helping each other, optimism and patience, building good relationships and courtesy- the textbook effectively strengthens the importance of these values, which make learning more cohesive and effective. These values are practiced by the students of SMK Purnama.

E. References

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